

SILVER LAKE COLLEGE ADMINISTRATOR LEADERSHIP PROGRAM

DEVELOPMENTAL PORTFOLIO ASSESSMENT

(document of the candidate's growth through the program work)

Candidate _____ Program: Degree _____ or License only _____ Lic. # _____

Rating: Approved _____ or Needs further work _____ Evaluator _____ Date _____

_____ The completed Portfolio Development Checklist and Portfolio Assessment Rubric have been submitted in Joule.

The **average rating must be 3 or greater for acceptance of the portfolio**. Candidate may be asked to revise an area that receives a rating of "2" depending on the severity of the deficiency.

	Rating	4 – Outstanding	3 - Acceptable for Completion	2 –May need revising
1. Portfolio in General		<ul style="list-style-type: none"> Well-written and organized All components are present Material labeled for ease in locating it. Sections are clearly delineated Evidence of appropriate use of technology, resulting in a professional appearing portfolio Artifact reference/tracking page is included. Self-assessed 	<ul style="list-style-type: none"> Adequately written or organized Material labeled for ease in locating it. Most components present, Evidence of appropriate use of technology, resulting in a professional appearing portfolio. Self-assessed 	<ul style="list-style-type: none"> Writing and/or organization needs revision Lacks several key components. Minimal use of appropriate technology.
2. Leadership Statement <i>(Introduction to the portfolio)</i>		<ul style="list-style-type: none"> Well-written and reflects Servant Leadership, and the three dimensions of program (VL, RM, RE) 	<ul style="list-style-type: none"> Adequately written and reflects Servant Leadership At least two program dimensions of program covered 	<ul style="list-style-type: none"> Inadequately written or does not reflect Servant Leadership or only one dimension covered
3. Prior Learning <i>(in Section II)</i>		<ul style="list-style-type: none"> Exceptional documentation indicating proficiency in all competencies waived in this program Prior learning is incorporated into growth reflections on the Administrator Standards. 	<ul style="list-style-type: none"> Acceptable documentation indicating proficiency of material in all competencies waived in this program 	<ul style="list-style-type: none"> Incomplete or missing documentation supporting proficiency of material in any competencies waived in this program
4. Diversity and Wisconsin Teacher standards <i>(in Section II)</i>		<ul style="list-style-type: none"> Thorough documentation of knowledge of diversity and of the Wisconsin Teacher Standards (if applicable for your license) Documentation of experience with diverse populations, if any or indication that you have not had any to date. 	<ul style="list-style-type: none"> Acceptable documentation of knowledge of diversity or experience with diverse populations 	<ul style="list-style-type: none"> Incomplete documentation of knowledge of diversity and/or experience with diverse populations
5. Wisconsin Administrator Standards <i>(in Sections III, IV, V)</i>		<ul style="list-style-type: none"> Reflective summaries show understanding of the relationship between competency work and the administrator standards. All administrator standards are covered. (Each is addressed in at least one AiP.) Evidentiary artifacts meet the criteria above. 	<ul style="list-style-type: none"> Reflective summaries do not consistently show the expected understanding and connections A major portion, but not all, of the standards are covered. Artifacts are present but not readily located or accompanied by a rationale. 	<ul style="list-style-type: none"> Standards are not adequately covered and/or documented.
5a. Breakout: Adapted Tchr Standards <i>(in Section III)</i>		<ul style="list-style-type: none"> Exceptional documentation of knowledge of standards 	<ul style="list-style-type: none"> Acceptable documentation of knowledge of standards 	<ul style="list-style-type: none"> Incomplete documentation or knowledge of standards
6. Dispositions <i>(in Section III, IV, V)</i>		<ul style="list-style-type: none"> Evidence of dispositions displayed is included as part of the AiP reports. Evidence of dispositions is apparent in the reflections and other write-ups. 	<ul style="list-style-type: none"> Evidence of dispositions displayed is included as part of the AiP reports. 	<ul style="list-style-type: none"> Little or no evidence of dispositions is presented.

	Rating	4 – Outstanding	3 - Acceptable for Completion	2 –May need revising
7. Artifacts (in Section III & throughout)		<ul style="list-style-type: none"> Represent candidate’s work Demonstrate an aspect of proficiency in a competency Are accompanied by a reflective statement explaining how the artifact shows your learning and proficiency Are correlated with the Wisconsin Administrator Standards and the SLC Dispositions to the extent possible 	<ul style="list-style-type: none"> Most artifacts represent candidate’s work Artifacts not candidate’s work have statement as to why the artifact is meaningful as a demonstration of your learning. Reflection on learning is relevant Most artifacts show correlation 	<ul style="list-style-type: none"> Most artifact not candidate’s work Artifact meaning is not clear Meaningful reflections are missing. Correlation to Wisconsin Administrator Standards and/or SLC dispositions is lacking.
8. Quality of Writing (throughout the portfolio)		<ul style="list-style-type: none"> Has exceptional quality as evaluated by the standard Graduate Education rubric for writing. 	<ul style="list-style-type: none"> Average of “3” on the writing rubric 	<ul style="list-style-type: none"> Less than “3” on the writing rubric
9. Quality of Research (throughout the portfolio)		<ul style="list-style-type: none"> All AiP show research/evaluation design and include external evaluations 	<ul style="list-style-type: none"> Most AiP show research/evaluation design and include external evaluations 	<ul style="list-style-type: none"> Few or no AiP meet the acceptable standards.
10. Proficient in Required Core Competencies (in Section IV)		<ul style="list-style-type: none"> Multiple resources Coverage of Areas of Investigation Application in Practice well-planned, executed, and Insightful reflections Complete assessments 	<ul style="list-style-type: none"> Adequate but not complete coverage on all of the above or excellent coverage on some competencies but inconsistent across all competencies 	<ul style="list-style-type: none"> Inadequate coverage on many competencies
11. Proficient in Licensure Competencies (Sec V)		<ul style="list-style-type: none"> Same as # 11 	<ul style="list-style-type: none"> Same as # 11 	<ul style="list-style-type: none"> Same as # 11
12. Practicum (in Section V)		<ul style="list-style-type: none"> Exceptional practicum experience and site supervisor evaluation and consistent and complete logs 	<ul style="list-style-type: none"> Excellent practicum experience and site supervisor evaluation; inconsistent, incomplete logs 	<ul style="list-style-type: none"> No clearly-defined practicum experience or no site supervisor eval. or incomplete logs
13. Program Dimensions		<ul style="list-style-type: none"> Evidence throughout portfolio strongly supports candidate’s development as Visionary Leader, Resourceful Manager and Reflective Educator 	<ul style="list-style-type: none"> Sufficient evidence in portfolio to indicate candidate’s development as Visionary Leader, Resourceful Manager and Reflective Educator 	<ul style="list-style-type: none"> Insufficient evidence in portfolio to indicate candidate’s development as a Visionary Leader, Resourceful Manager and Reflective Educator
14. Key Learnings (in Concluding Section)		<ul style="list-style-type: none"> Learning statements are clear as to what was learned Prioritized in order of importance to the candidate Includes citation data of source information that supports candidate’s opinion as to importance Appropriate to candidate’s licensure area 	<ul style="list-style-type: none"> Includes three of the four criteria for outstanding, each of the high quality or Includes all criteria but some of the work is not clearly stated or adequately cited. 	<ul style="list-style-type: none"> Criteria are lacking to the point where learning is not clearly identified and supported.
15. Growth Statement (in Concluding Section)		<ul style="list-style-type: none"> Clear, concise, specific explanation of how the work in the program has contributed to candidate’s development into a leader/manager who is visionary, resourceful, and reflective. Meaningful next steps for Professional Plan 	<ul style="list-style-type: none"> Explanation addresses growth in program dimensions but lacks clarity or specificity. Meaningful next steps for Professional Plan 	<ul style="list-style-type: none"> Does not present any evidence of growth through work in the program.
16. Professional Conclusion Section		<ul style="list-style-type: none"> All required items are present All required items are well developed. 	<ul style="list-style-type: none"> All required items are present Most required items are well developed 	<ul style="list-style-type: none"> Required items are missing Many required items are poorly developed

Comments:

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General Comment	